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ABSTRACT

In order to assess the employment potential for human services paraprofessionals in the Kellogg Community College service area, a survey by mail of 103 organizations identified as potential employers was conducted in 1975. Thirty-nine of the 54 agencies responding indicated that they employ human services paraprofessionals. A large number of currently employed paraprofessionals are high school graduates with no formal education related to their occupation. Thirty-six of the respondents thought that Kellogg Community College should offer an associate degree human services technician program; 22 thought that the college should offer courses that would permit skill upgrading of employed paraprofessionals. The survey also revealed that a relatively large employment market for associate degree graduates exists. Based on the results of the survey, and evaluations of resource, facility, budget, and curriculum requirements, a human services technician associate degree program is proposed. A core curriculum emphasizing work experience with options for specialization in one of the seven human services areas is recommended for adoption. The survey results are appended, along with a proposed curriculum outline and course descriptions. (NHM)

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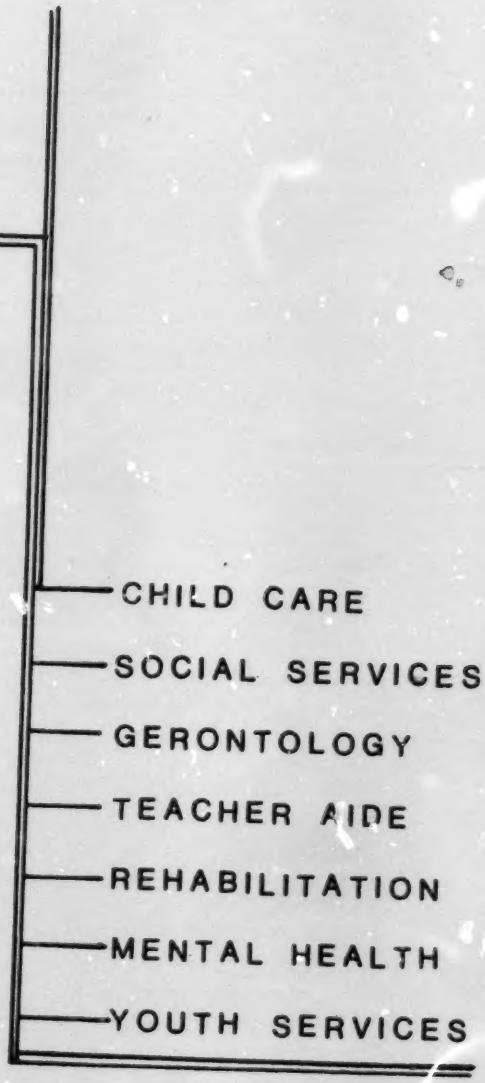
ED119754

A Study

THE HUMAN SERVICES TECHNICIAN



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KELLOGG COMMUNITY COLLEGE

BATTLE CREEK, MICHIGAN

JC 760 146

THE HUMAN SERVICES TECHNICIAN

A study prepared for the approval of the Board of Trustees,
Kellogg Community College

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for the review of

the Michigan Department of Education, Vocational-Technical
Education Service

December, 1975

THE HUMAN SERVICES TECHNICIAN

A study prepared under the direction of the Human Services Advisory Committee, Kellogg Community College

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CHAPTER I

Introduction

During the 1973-74 school year, several meetings were held between college personnel and representatives from the various community agencies concerned with human services. The focus of these discussions was the college's role in developing and implementing educational programs to upgrade persons employed in the broad field of human services and to prepare paraprofessionals for potential employment in this field. These exploratory discussions continued during the fall of 1974.

During the winter of 1974-75, the decision was made to appoint an advisory committee to study the need for the development of an Associate Degree Program to prepare human services paraprofessionals. Advisory committee membership was selected on the basis of being representative of both public and private agencies concerned with the delivery of human services. The Human Services Advisory Committee membership listing is provided in Appendix A.

Chapter II discusses the human services paraprofessional, Chapter III discusses the need for human services paraprofessionals, and Chapter IV presents considerations for evaluating the feasibility of implementing a Human Services Associate Degree Program. Finally, Chapter V gives the recommendations of the Human Services Advisory Committee.

CHAPTER II

The Human Services Paraprofessional

The human services paraprofessional may be employed in a variety of roles in delivering services to people. The focus of this program is upon the fields of social services, education, and direct care of individuals in non-medical roles. Although no sharp line divides the health professions from those we have accepted as "human services", the intent of this program is directed toward the behavioral sciences and related professions rather than the biological sciences and medically related professions.

The increase in occupations stressing the giving of services to people has been a relatively recent development on the American scene. The war on poverty which initiated a large number of human services programs sponsored by governmental agencies gave impetus to this development. A manpower need was created. It was soon recognized that services could be delivered by a variety of persons having various levels of expertise. Differential staffing came into use. This implies that persons with varying educational background and personal abilities are assigned to perform social service tasks so that clients and agencies will have optimum achievement of objectives with optimum economic efficiency.

The human services paraprofessional is prepared to function in a cluster of occupations whose primary purpose is to enhance the social well-being or functioning of persons. Among the persons to be served by the human services paraprofessional are children and adolescents, mentally and physically handicapped, educationally disadvantaged, minority groups who have been denied

opportunities, the aging, and others. This program proposes to prepare human services paraprofessionals to become employed in such areas as: child care; teacher aide; mental health; gerontology; rehabilitation; general social services; and youth services. The definitions of each of the services provided within each of the above areas are listed in Appendix B.

The Human Services Technician is a recognized occupation by the State of Michigan. Enrolled House Bill No. 4541 approved in January, 1973, provides for the certification and registration of persons engaged in social work. A social work technician may be certified by the State Board of Examiners of Social Workers if he/she satisfies the following criteria:[1]

A. Is at least 18 years of age.

B. Is of good moral character.

C. Is a legal resident of or is employed in the State.

D. Has had one year of social work experience acceptable to the board, or has successfully completed two years of college.

E. Is employed in the practice of social work, or has the equivalent of 2,000 hours of voluntary service with recognized organizations.

A graduate of this proposed Human Services Associate Degree Program is eligible for certification as a technician upon obtaining employment with a social services agency.

---

[1]State of Michigan, Enrolled House Bill No. 4541, Act No. 352, January 9, 1973.

CHAPTER III

The Need for Human Services Technicians

Although the concept of differentiated staffing for social service agencies is a viable one in order to efficiently and effectively serve people, its implementation is often virtually impossible because of the lack of trained persons at the associate degree level. A review of the literature plus discussions with persons employed in the helping professions reveals that at the present time the delivery of services is provided by either professional staff (baccalaureate or higher degree level) or by aides (high school graduates with no additional formal training). The manpower shortage at the paraprofessional level (associate degree) will only be overcome by the initiation of programs to prepare persons at the associate degree level. Differential use of staff then can become a reality.

Study of Local Need

A study was conducted during the Spring and Summer of 1975 to assess the employment potential for human services paraprofessionals in the college service area. In addition, the study sought to determine the number of persons currently employed in the role of paraprofessional and his/her educational level. The role of Kellogg Community College, as perceived by public and private human services agencies, of providing education to prepare persons to serve as human services paraprofessionals was determined.

One hundred three (103) organizations within the college's service area were identified as potential employers of social service paraprofessionals. A questionnaire was mailed to each of these organizations. Fifty-four (54),

representing fifty-two and four tenths percent (52.4%), of the one hundred three (103) questionnaires were returned.

Below is a summary of the responses to the questionnaire:

1. Thirty-nine (39) of the fifty-four (54) agencies that responded to the questionnaire indicated that they employ human services paraprofessionals.
2. A large number of those currently employed as paraprofessionals are high school graduates and are trained on the job with no formal education related to their occupations.
3. Thirty-six (36) of the respondants expressed the opinion that Kellogg Community College should offer an Associate Degree Human Services Technician Program.
4. Twenty-two (22) of the respondants indicated that Kellogg Community College should offer courses that would permit employed paraprofessionals to upgrade themselves.
5. Two of the respondants indicated that there was not a need for education offerings in the human services field.
6. The survey revealed that there exists a relatively large employment potential for associate degree graduates.

Appendix C contains the Report of the Results of a Study to Determine the Need for an Associate Human Services Program at Kellogg Community College. Included in this appendix is a copy of the survey instrument and cover letter that accompanied it.

CHAPTER IV

Evaluation of Feasibility

Placement Opportunities for Graduates

Placement opportunities for graduates would be available in both public and private human services agencies. Within Appendix C, Report of the Results of a Study to Determine the Need for an Associate Degree Human Services Program at Kellogg Community College, is a listing of the organizations within the college service area that have indicated the employment of human services paraprofessionals. All of the agencies provide potential placement opportunities for graduates. Also contained in Appendix C is a letter from Mr. C. Allen White, District Manager of the local Social Security Administration. Mr. White states in his letter that there are opportunities for graduates within the Social Security Administration for positions entitled "Service Representative". He further states that graduates of the Human Services Technician Program would be eligible to take the Junior Federal Assistant Civil Service Examination to qualify for other Junior Federal Assistant positions in various governmental agencies. Contact was made with Mr. Ronald Martins, Regional Director, Civil Service Office in Detroit. Mr. Martins verified the job opportunities for graduates within the civil service structure of government.

The study revealed a wide range of salaries that would be offered to graduates. Hourly rate varied from $2.00 to $3.50 per hour. Annual salary varied from $6,500 to $10,000. The beginning rate for a Junior Federal Assistant at the GS-4 level would command an annual salary of $7,596. This salary could increase to a maximum of $13,679 annually assuming that the individual received no promotions.

It is recognized that there is an abundance of baccalaureate degree graduates in the behavioral science field that are either unemployed or are under employed. The availability of these persons certainly has an impact upon the employment opportunities of associate degree graduates. The advisory committee discussed this issue at length. It was concluded that the various human service agencies would prefer to employ paraprofessionals that have commensurate education because the likelihood of their higher level satisfaction on the job and because the trained paraprofessional would look upon his position as a career position. Over educated persons tend to look at the paraprofessional position as an expedient position until something better comes along. As a result, the competition for jobs between the baccalaureate degree graduate and the associate degree graduate may not be as great as it would appear to be on the surface.

Clients to be Served

It is assumed that this program would serve both pre-service and in-service students. The study confirmed the view of the advisory committee that many of the persons that are currently employed in the role of a para-professional are under educated for their respective positions. This program would provide an opportunity for these persons to upgrade themselves. It is also believed that this program would be attractive to pre-service students who desire to prepare for a career in the helping services. The pre-service student may be the recent high school graduate who, either out of a strong interest in the field or because of economic necessity, is anxious to become involved in a career oriented program; the so-called "second careerist", who

may be the woman who has engaged in raising a family during the years since leaving school and who now wishes to continue her education; or the adult who has worked for many years out of economic necessity in a field which has little intrinsic interest for him or her, and who is anxious to find a more satisfying job.

Curricula and Courses

A variety of curricular materials were previewed prior to the curriculum development for this program. A number of curriculums related to the human services field currently implemented by various community colleges were examined. In addition, periodicals and the following three publications served as resources:

1. Social Services: A Suggested Associate Degree Curriculum, developed by California Community Colleges under contract with the USOE, 1973.
2. Teacher Aides: A Suggested Two-Year Post-High School Curriculum, developed by New York University under contract with the USOE, 1974.
3. Human Services Career Programs and the Community College, by Joan W. Swift sponsored by the American Association of Community and Junior Colleges, 1971.

A review of the above mentioned resources suggested three curriculum models: (1) a curriculum consisting of a combination of existing courses from the liberal arts heavily weighted in the behavioral and social sciences; (2) a curriculum which in addition to number one above includes a practicum; and (3) a highly specialized curriculum devoted to a single career objective within

the human services field. None of the three models seemed to fit precisely Kellogg Community College's needs for curriculum design. After analysis of the needs study, a considerable amount of discussion with the advisory committee, and taking into consideration economic factors involved in curriculum design, three parameters were established. These were:

1. The curriculum should include in-so-far as possible existing course offerings in the behavioral and social sciences. This should constitute a general base applicable to all human service paraprofessionals.
2. Emphasis should be placed upon work experience.
3. The curriculum should be general and yet be sufficiently specific to prepare persons to work in a variety of paraprofessional roles in the broad field of human services.
4. Students should have the option of concentrating in a specific field of human services based upon his or her interest in client age grouping and/or in client needs.

Figure 1 illustrates the curriculum model. All students enrolling in the Human Services Technician Program will take the (41-44 credit hours) core portion of the program. The remaining credit hours (18-21) is allocated to field experience and courses consisting of content directly related to each of the seven specific career areas. The work experience is also structured so that it is directly related to each of the seven career areas.

The advantages of this "core concept" as is illustrated in the model accrue equally for both students and administration. The plan permits a

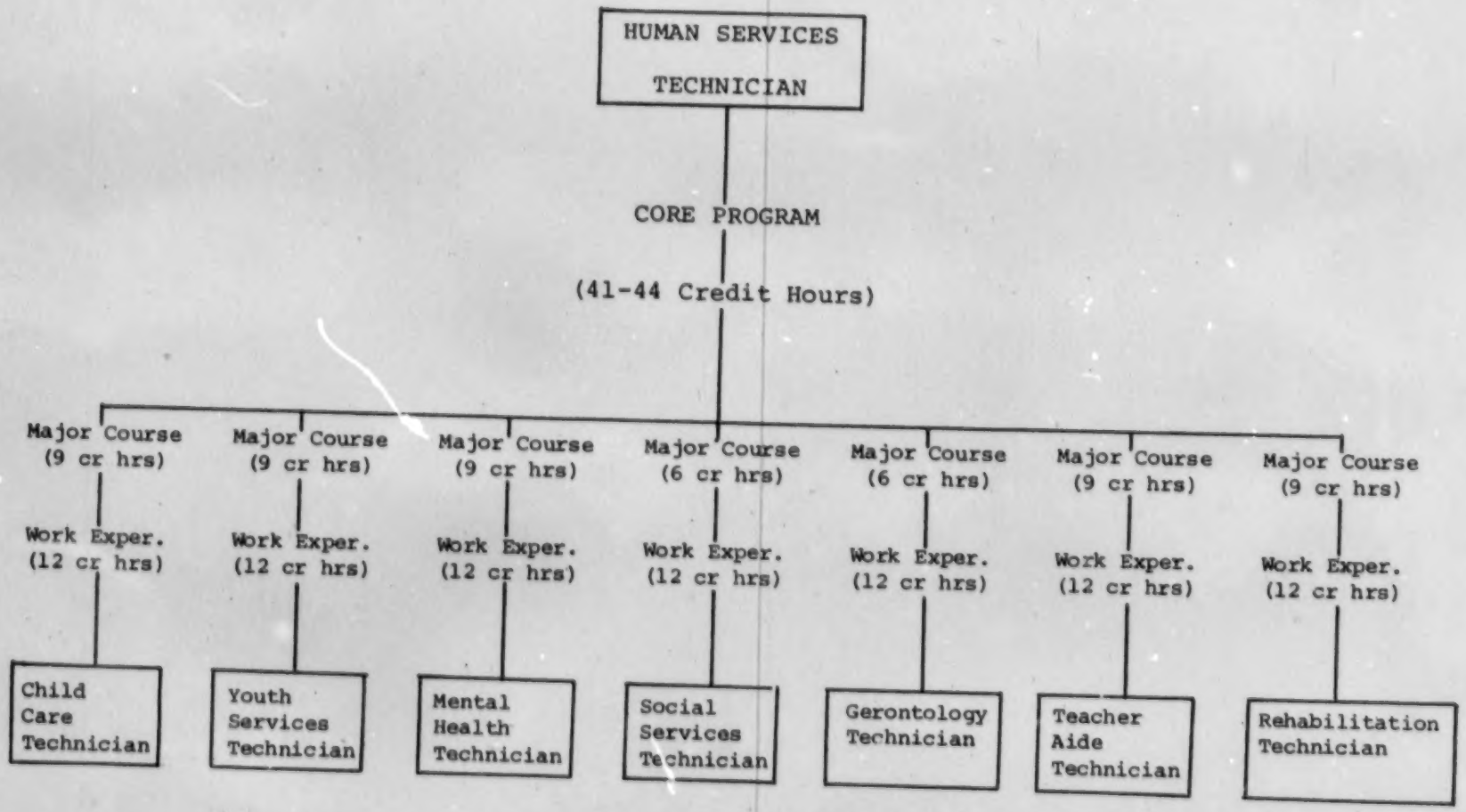
HUMAN SERVICES TECHNICIAN
CORE PROGRAM
(41-44 Credit Hours)
Major Course (9 cr hrs)
Work Exper. (12 cr hrs)
Child Care Technician
Major Course (9 cr hrs)
Work Exper. (12 cr hrs)
Youth Services Technician
Major Course (9 cr hrs)
Work Exper. (12 cr hrs)
Mental Health Technician
Major Course (6 cr hrs)
Work Exper. (12 cr hrs)
Social Services Technician
Major Course (6 cr hrs)
Work Exper. (12 cr hrs)
Gerontology Technician
Major Course (9 cr hrs)
Work Exper. (12 cr hrs)
Teacher Aide Technician
Major Course (9 cr hrs)
Work Exper. (12 cr hrs)
Rehabilitation Technician

Figure 1. Human Services Technician Program Curriculum Model

maximum of flexibility for students. First, the student is introduced to the broad field of human services during the first semester in the course Introduction to Community Service. He or she will become familiar with opportunities, services rendered, and job requirements in each of the seven career areas which are options within the program. This will permit the student to have a sound basis for either confirming his vocational choice or to make a change within the program or to shift to a different career area. Second, a firm decision with regard to the option does not need to be made until the beginning of the second year. Third, the curriculum is sufficiently general so that even though the student selects a given option, he or she will have acquired basic skills in the core portion of the program to permit him or her to shift to other career areas within the broad human services field.

The advantages for the administration are economies in facility utilization and in faculty utilization. Maximum advantage of existing courses utilizing existing faculty is taken. The field experience takes maximum advantage of community resources to be incorporated into the program.

Professionals employed by agencies representing each of the seven career areas illustrated in Figure 1 were requested to examine paraprofessional job descriptions and other materials relating to the job of the paraprofessional and prepare a list of goal statements (statements which express what it is that a paraprofessional must be able to do). The goal statements which were common to all areas were extracted from the lists. These were then presented to the advisory committee as being common goals and therefore formed the basis for the selection of courses for the core portion of the curriculum. The goals that

were applicable to specific career areas only formed the basis for the identification of the courses related to each specific career area. Appendix D contains the Human Services Technician Curriculum along with course descriptions.

Resource Requirements

The following resources are required to implement the program:

1. Faculty -

One full time staff person is necessary to teach and to serve as program coordinator. Part time faculty, selected from professional persons in the community, will need to be employed on an overload basis to develop and to teach the major courses within each of the seven career areas.

2. Facility -

A standard classroom to accomodate the lecture-discussion mode of instruction will be required. Use of other existing facilities, to be determined when the major course content is developed, may be required. These might consist of the Calhoun Area Vocational Center Day Care Laboratory and the college physical therapy laboratory.

3. Instructional Equipment and Instructional Materials -

No instructional equipment other than classroom furniture is required at this time. As the major course content is developed, instructional equipment and instructional materials may be identified (See Budgetary Considerations.)

Budgetary Considerations

Salaries -	Full time Coordinator/Instructor	$16,000 (est.)
	Part time faculty dependent upon program demands at prevailing overload rate.	
Fringe Benefits -	24% of Coordinator/Instructor Salary	3,840
Facilities -	Not applicable	
Instructional Equipment -	To be determined*	5,000 (est.)
Instructional Materials -	To be determined*	5,000 (est.)
	Total	$29,840 (est.)

*These items will be identified as major course content is developed.

CHAPTER V

Recommendations

It is recommended that the Board of Trustees, Kellogg Community College, adopt this proposed Human Services Technician Program and that it be implemented beginning the 1976-77 school year and that approval for this implementation be sought from the Michigan Department of Education.

Specific Recommendations

+ That a full time coordinator/instructor be employed. It would be desirable that this individual have work experience in a human services agency as well as teaching experience. He or she should have expertise in an academic discipline, preferably in the behavioral sciences. This faculty person, during the growth period of the program could be assigned teaching responsibilities in his or her discipline in addition to developing the two new courses contained in the first year of the program. At the same time he should be assigned responsibilities for coordinating with the various human services agencies within the college service area and planning work stations and developing student objectives for field experiences. The work experience portion of this program is most important and must be given the utmost attention of the program coordinator/instructor.
+ That qualified professional persons in the community be identified and employed as part time faculty to develop course content and teach the major courses.
+ That the program courses be scheduled so that they may accomodate both pre-service and in-service students.

+ That the career area of child care be articulated with the Child Care Program at the Calhoun Area Vocational Center.
+ That this program be assigned to the Arts and Sciences Division for administrative purposes.
+ That a brochure be developed to publicize the program.
+ That this program be incorporated into all future college publications where applicable.
+ That information be distributed to all public and private human service agencies within the college service area and to all college offices concerning the implementation of this curriculum.
+ That the college student personnel staff be given curriculum detail for student advising purposes and so that they may assist in publicizing the program.

APPENDIX A

HUMAN SERVICES ADVISORY COMMITTEE

HUMAN SERVICES ADVISORY COMMITTEE

Mr. Tom Bosman
Calhoun County Juvenile Home
14555 18½ Mile Road
Marshall, Michigan 49068
781-9811

Ms. Cheryl J. Costley
Calhoun Area Vocational School
475 East Roosevelt
Battle Creek, Michigan 49016
968-2271

Mr. Duane L. Dobbert
Juvenile Court
Calhoun County Building
315 West Green St.
Marshall, Michigan 49068
781-9811

Mr. James Gaither
Veterans Administration Hospital
Battle Creek, Michigan 49016
965-3281

Ms. Karen Geisler, Director
Kiddie Castle Day Care Center
323 Hubbard Street
Battle Creek, Michigan 49017
962-2338

Mr. Alan Gonick
Community Action Agency
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965-7766

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182 West Van Buren
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962-7523

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Deputy Director
Calhoun County Dept. of Social Services
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Battle Creek, Michigan 49014
963-1501

Mr. Eugene B. McCoy
Administrative Assistant
Battle Creek Public Schools
3 W. Van Buren
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962-5581

Mr. David Sluyter
Calhoun County Mental Health Dept.
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Battle Creek, Michigan 49017
965-3908

KCC Staff

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John Smith
Robert D. Steely

APPENDIX B

DEFINITIONS OF HUMAN SERVICES

APPENDIX B

DEFINITIONS OF HUMAN SERVICES

CHILD CARE - Child care concerns the physical, social, emotional, and mental development of the young child and the influence of cultural environment on individual differences. Day care centers, foster homes, and treatment facilities all provide child care services.

SOCIAL SERVICES - Social services are a network of services offered to persons to enable them to cope with or to prevent social, psychological or environmental problems. Such services include some forms of income maintenance, family services, child welfare, neighborhood work, and services to special groups such as the aging, the disabled, the disadvantaged, or members of society who are considered alienated.

TEACHER AIDES - Teacher aides provide services in an educational setting under the direction of a certified teacher. Their major function is to provide instructional support services for the teacher.

MENTAL HEALTH (Includes Substance Abuse) - Mental health identifies persons with mental or emotional problems and not only seeks to rehabilitate such persons, but also to determine societal causes for extreme deviations from the norm, and to eliminate or alleviate these causes. Mental health is concerned not only with individuals or groups, but with communities and with whole societies. Problems of mental health include delinquency, drug abuse, alcoholism, suicide, dependency, and mental retardation.

GERONTOLOGY - Gerontology is the social science dealing with the societal aspects of aging.

REHABILITATION - Rehabilitation services provide means of restoring disabled persons to useful places in society. The disabilities may be physical, mental, emotional, social, or vocational, and the re-training may be therapeutic, correctional, or vocational.

YOUTH SERVICES - Youth services provides special services to both normal and troubled youth to assist them with their physical, social, emotional, and mental development. The services may be provided in community centers, residential centers, detention homes, or with mentally ill youth in a hospital setting.

APPENDIX C

REPORT OF THE RESULTS OF A STUDY TO DETERMINE THE NEED FOR AN ASSOCIATE DEGREE HUMAN SERVICES PROGRAM AT KELLOGG COMMUNITY COLLEGE

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REPORT OF THE RESULTS OF A STUDY TO DETERMINE
THE NEED FOR AN ASSOCIATE DEGREE HUMAN SERVICES
PROGRAM AT KELLOGG COMMUNITY COLLEGE

I. INTRODUCTION

The office of the Director of Occupational Programming in cooperation with the Human Services Advisory Committee elected to conduct a study of need in order to determine the feasibility of designing and recommending an associate degree related to human services. The intent of the program would be to prepare technicians to work under the direction of professionals in the human services field. The study was designed to be comprehensive in that it included nine different occupational areas where para-professionals might serve in the broad area of human services.

II. METHODOLOGY

A preliminary draft of a questionnaire was developed by the college staff. This draft was presented to the Human Services Advisory Committee for reactions and refinement during the Spring of 1975. With the assistance of the Advisory Committee, a comprehensive mailing list was prepared. The mailing list consisted of all those private and public organizations within the college service area who now employ or who might have the potential for employing para-professionals in the human services field.

The survey instrument, after being accepted by the Advisory Committee, along with an explanatory cover letter and a self addressed, postage paid envelope were mailed on April 28, 1975, to one hundred three (103) organizations within the college service area. A copy of the survey instrument and cover letter are attached to this report.

The majority of the responses were received during the month of May, 1975. The last one returned arrived during the month of June. No effort was made to follow-up those who did not respond in order to secure a higher percentage of returns. It was felt that those who did voluntarily respond to the questionnaire would provide sufficient information for committee decision making and that additional responses stimulated by follow-up contacts would not be sufficient to influence the survey results.

III. FINDINGS

Fifty-four (54) of the one hundred three (103) questionnaires that were mailed were returned. This represents a fifty two and four tenths (52.4) percent return. Included in the fifty four returns were three letters expressing points of view without the completed questionnaire. Three questionnaires were returned marked undeliverable by the post office. These three are not included in the return count but are included in the total number of mailings.

Below is a summation of the responses to the questions on the questionnaire:

QUESTION #1

Does your agency employ persons to serve in a paraprofessional role as defined?

YES - 39

NO - 12

QUESTION #2

2a - Number of persons employed in each category.

116	Child Care
93	Social Services
69	Teacher Aide
9 1/4	Substance Abuse
6 1/4	Health Services
19 1/4	Mental Health
40	Gerontology
16	Rehabilitation
96 1/4	Youth Services

Other categories as written on questionnaire:

probation work
tenant relations
Social security representative
marital counseling

2b - Educational level of paraprofessionals currently employed.

9	Non-high school graduate
151	high school graduate
78	trained on the job
107	some college
111	baccalaureate degree

QUESTION #3

Expressed opinion of the role of Kellogg Community College in providing education to prepare human services paraprofessionals.

36 Should develop a 2-YR Associate Degree Program

22 Should offer courses not leading to an Associate Degree so that employed paraprofessionals may upgrade themselves.

2 No need for education offerings in human services field.

QUESTION #4

Number of annual vacancies for paraprofessionals in the human services field.

123 1/4 Annual vacancies

QUESTION #5

Would Kellogg Community College be considered as a source for potential paraprofessional employees?

43 - YES

2 - NO

5a - Approximate salary that would be offered

$2.00 - $3.50 per hour

$6,500 - $10,000 annually (full-time)

5b - Employment potential for Associate Degree Graduates

41 in one year

56 in two years

84 in three years

102 in four years

128 in five years

QUESTION #6

Would you like to be kept informed about our program development?

41 - YES

2 - NO

QUESTION #7

Additional comments written on the questionnaire:

The majority of surveys returned had no additional comments. However, the following were received.

"Would like to see professionals involved in the development of the curriculum".

"Would like to see program for clients"...Bob Heflin (Alcohol Abuse)

"Would like to use specific course in place of In-service training"....

"Must be sure not to duplicate educational services - Vocational Center now having difficulty placing teacher aides and child care personnel".

Six organizations expressed a definite need for this type of program.

Three organizations stated that with the over-abundance of people with four-year degrees, they did not think this program was necessary.

"Recommend incorporating independent study program - would provide field work"...(HAIR).

"In-service approach would be better because the needs vary so much".

"Our staff could prove an excellent resource for ideas on curriculum or as teachers if helpful".....Starr Commonwealth.

"Need people to help train parents in ways to better relate to their kids".....Substance Abuse Council.

TABLE 1. Listing of organizations which responded to question 2a indicating that they employ Human Services paraprofessionals in the classifications listed.

YOUTH SERVICES

X	Aerie - Oaks Lodge
19	Boy Scouts of America, Nottawa Trails Council
15	Calhoun County Department of Social Services
X	Calhoun County Probate Court - Juvenile Division
1	Calhoun County Sheriff's Department
2	Community Action Agency
X	Girl Scouts of Battle Creek
4	Help and Information Resources
1/4	Marshall Public Schools
X	Pegasus Area Drop-In Center, Inc.,
X	Salvation Army
2	Tekonsha Public Schools
48	Y Center of Battle Creek
96 1/4	TOTAL

REHABILITATION

X	Aerie - Oaks Lodge
2	Albion Manor Care Center
X	Calhoun County Circuit Court
X	Calhoun County Council on Aging
X	Calhoun County Probate Court - Juvenile Division
X	Calhoun Intermediate School District
X	Department of Veterans Affairs
X	District Court Number 10
4	Goodwill Industries of Battle Creek
X	Salvation Army
2	Y Center of Battle Creek
16	TOTAL

GERONTOLOGY

14	[redacted]lbion Manor Care Center
10	[redacted]n County Department of Social Services
X	[redacted]n County Health Department
14	[redacted]munity Action Agency
X	Sheldon Manor of Albion
40	TOTAL

TABLE 1. Continued

MENTAL HEALTH

X	Aerie - Oaks Lodge
2	Albion Manor Care Center
2	Calhoun - Branch County Community Mental Health Center
X	Calhoun County Probate Court - Juvenile Division
X	Child Guidance and Adult Clinic, Battle Creek
1	Community Action Agency
6	Goodwill Industries of Battle Creek
4	Help and Information Resources
1/4	Marshall Public Schools
X	No Signature
19 1/4	TOTAL

SUBSTANCE ABUSE

X	Calhoun County Health Department
X	Calhoun County Probate Court - Juvenile Division
X	Calhoun Intermediate School District
4	Help and Information Resources
1/4	Marshall Public Schools
X	Pegasus Area Drop-In Center, Inc.,
X	Substance Abuse Council
9 1/4	TOTAL

TEACHER AIDES

X	Battle Creek Day Care Center, Inc.,
5	Calhoun Area Vocational Center
7	Calhoun County Day Training Center
X	Calhoun Intermediate School District
17	Community Action Agency
6	Harper Creek Community Schools
20	Marshall Public Schools
8	Springfield School District
2	Tekonsha Public Schools
2	Woodlawn Nursery School
69	TOTAL

TABLE 1. Continued

SOCIAL SERVICES

X	Aerie - Oaks Lodge
1	American Red Cross, Calhoun County Chapter
60	Calhoun County Department of Social Services
X	Child Guidance and Adult Clinic, Battle Creek
X	Community Hospital Association of Battle Creek
X	Department of Veterans Affairs
10	Family and Childrens Service
8	Friend of the Court, Calhoun County
X	Girl Scouts of Battle Creek
4	Help and Information Resources
2	Marshall Public Schools
X	Salvation Army
X	Sheldon Manor of Albion
X	No Signature
93	TOTAL

CHILD CARE

X	Battle Creek Day Care Center, In.
1	Calhoun Area Vocation Center
7	Calhoun County Department of Social Services
X	Calhoun County Probate Court - Juvenile Division
X	Calhoun Intermediate School District
X	Child Guidance and Adult Clinic, Battle Creek
24	Community Action Agency
X	Department of Veterans Affairs
8	Red Brick House Nursery School
70	Starr Commonwealth for Boys
116	TOTAL

NOTE: The number preceding the name of the organization is the number which the orgnaization indicated that they could employ. An (X) in front of the name of the orgnaization indicates that the organization did not give the number employed but simply checked the space on the questionnaire. The X's were counted as one in the totals.

TABLE 2. Listing of organizations which responded to question 2b indicating the educational level of paraprofessional employees.

NON HIGH SCHOOL GRADUATES

5	Battle Creek Day Care Center
2	Community Action Agency
2	Goodwill Industries
9	TOTAL

HIGH SCHOOL GRADUATES

2	Albion Manor Care Center
8	Battle Creek Day Care Center
X	Calhoun County Area Vocational Center
7	Calhoun County Day Training Center
75	Calhoun County Department of Social Services
X	Calhoun Intermediate School District
28	Calhoun Action Agency
X	Community Hospital
X	Department of Education, Vocational & Rehabilitation Service
X	Department of Veterans Affairs
X	Family and Childrens Service
2	Friend of the Court, Calhoun County
4	Goodwill Industries
X	Harper Creek Community Schools
1	Help and Information Resources
X	Marshall Public Schools
4	Red Brick Nursery School
X	Salvation Army
5	Springfield School District
6	Y Center of Battle Creek
151	TOTAL

TABLE 2. Continued

TRAINED ON THE JOB

3	Albion Manor Care Center
X	Calhoun Area Vocational Center
X	Calhoun County Day Training Center
X	Child Guidance and Adult Clinic, Battle Creek
11	Calhoun Action Agency
X	Community Hospital
X	Department of Education, Vocational & Rehabilitation Service
X	Department of Veterans Affairs
X	Girl Scouts of Battle Creek
10	Goodwill Industries of Battle Creek
X	Marshall Public Schools
2	Red Brick House Nursery School
X	Substance Abuse Council
43	Y Center of Battle Creek
78	TOTAL

SOME COLLEGE

13	Albion Manor Care Center
1	American Red Cross, Calhoun County Chapter
7	Battle Creek Day Care Center, Inc.,
5	Boy Scouts of America, Nottawa Trails Council
X	Calhoun Area Vocational Center
1	Calhoun - Branch County Community Mental Health Center
X	Calhoun County Council on Aging
20	Calhoun County Department of Social Services
X	Calhoun County Health Department
X	Calhoun County Probate Court - Juvenile Division
X	Calhoun County Sheriff's Department
X	Calhoun Intermediate School District
6	Calhoun Action Agency
X	Department of Education, Vocational & Rehabilitation Service
X	Department of Veterans Affairs
X	Girl Scouts of Battle Creek
4	Goodwill Industries
3	Help and Information Resources
X	Marshall Public Schools
X	Pegasus Area Drop-In Center, Inc.,
5	Red Brick House Nursery School
X	Salvation Army
2	Springfield School District
X	Substance Abuse Council
27	Y Center of Battle Creek
107	TOTAL

TABLE 2. Continued

BACCALAUREATE DEGREE

X	Alcohol - Drug Info. Center, Inc., of Calhoun County
2	Battle Creek Day Care Center
14	Boy Scouts of America, Nottawa Trails Council
1	Calhoun - Branch County, Community Mental Health Center
X	Calhoun County Council on Aging
65	Calhoun County Department of Social Services
X	Calhoun County Health Department
X	Calhoun County Probate Court - Juvenile Division
X	Calhoun Intermediate School District
6	Community Action Agency
X	Marshall Public Schools
X	Pegasus Area Drop-In Center, Inc.,
X	Prosecutor's Office of Calhoun County
3	Red Brick House Nursery School
X	Tekonsha Public Schools
10	Y Center of Battle Creek
111	TOTAL

NOTE: The number preceding the name of the organization is the number which the organization indicated that they employ at each level. An (X) in front of the organization indicates that the organization did not give the number at a given level but simply checked the space on the questionnaire. The X's were counted as one in the total.

TABLE 3. Listing of organizations which responded to question 3 indicating their opinion about Kellogg Community College's role in providing education to prepare paraprofessionals in the human services field.

QUESTION 3a -

SHOULD DEVELOP A 2-YEAR ASSOCIATE DEGREE

Aerie - Oaks Lodge
Albion Manor Care Center
Alcohol - Drug Info. Center, Inc., of Calhoun County
American Red Cross, Calhoun County Chapter
Battle Creek Area Council of Churches
Battle Creek Area United Community Services
Battle Creek Day Care Center, Inc.,
Big Brothers of Battle Creek
Boy Scouts of America, Nottawa Trails Council
Calhoun - Branch County, Community Mental Health Center
Calhoun County Council on Aging
Calhoun County Day Training Center
Calhoun County Department of Social Services
Calhoun County Health Department
Calhoun County Probate Court - Juvenile Division
Calhoun Intermédiate School District
Child Guidance and Adult Clinic, Battle Creek
Community Action Agency
Community Relations, Albion
Department of Education, Vocational & Rehabilitation Service
Department of Veterans Affairs
District Court Number 10
Family and Childrens Service
Girl Scouts of Battle Creek
Goodwill Industries of Battle Creek
Help and Information Resources
Marshall Public Schools
Pegasus Area Drop-In Center, Inc.,
Prosecutor's Office of Calhoun County
Red Brick House Nursery School
Salvation Army
Tekonsha Public Schools
Visiting Nurses Service of Calhoun County, Inc.,
Woodlawn Nursery School

TOTAL - 36

TABLE 3. Continued

QUESTION 3b -

SHOULD OFFER COURSES FOR UPGRADING NOT LEADING TO AN ASSOCIATE DEGREE.

American Red Cross, Calhoun County Chapter
Battle Creek Area Council of Churches
Battle Creek City Housing Commission
Battle Creek Day Care Center, Inc.,
Calhoun - Branch County Community Mental Health Center
Calhoun County Day Training Center
Calhoun County Sheriff's Department
Community Action Agency
Community Hospital Association of Battle Creek
Department of Education, Vocational & Rehabilitation Service
Department of Veterans Affairs
Family and Childrens Service
Goodwill Industries of Battle Creek
Harper Creek Community Schools
Prosecutor's Office of Calhoun County
Red Brick House Nursery School
Sheldon Manor of Albion
Springfield School District
Substance Abuse Council
Tekonsha Public Schools
Visiting Nurses Service of Calhoun County, Inc.,
Y Center of Battle Creek

TOTAL - 22

QUESTION 3c -

THERE IS NO NEED FOR EDUCATIONAL OFFERING TO PREPARE PERSONS AS PARAPROFESSIONALS IN THE HUMAN SERVICES FIELD

Department of Veterans Affairs
Friend of the Court, Calhoun County

TOTAL - 2

NOTE: Some organizations responded to both question 3a and 3b. These items are not mutually exclusive.

TABLE 4. Listing of organizations that responded to question 4 indicating that they had annual vacancies.

	NAME OF ORGANIZATION
2	Albion Manor Care Center
1-3	Alcohol - Drug. Info. Center, Inc., of Calhoun County
1/4	American Red Cross, Calhoun County Chapter
2	Battle Creek Day Care Center, Inc.,
6	Boy Scouts of America, Nottawa Trails Council
1	Calhoun Area Vocational Center
1/2-1	Calhoun - Branch County Community Mental Health Center
1	Calhoun County Day Training Center
	Department of Social Services (10% turnover)
3-5	Calhoun County Health Department
3-4	Calhoun Intermediate School District
1	Child Guidance and Adult Clinic, Battle Creek
1-2	Community Hospital Association of Battle Creek
	Department of Education, Vocational & Rehabilitation Service (slow turnover = 1 in 8 years)
3	Girl Scouts of Battle Creek
2-4	Goodwill Industries of Battle Creek
2	Harper Creek Community Schools
2	Marshall Public Schools
1	Pegasus Area Drop-In Center, Inc.,
3-4	Red Brick House Nursery School
1	Salvation Army
1	Springfield School District
30+	Starr Commonwealth for Boys
20	Substance Abuse Council (groupleaders this year part time)
1	Woodlawn Nursery School
25	Y Center of Battle Creek
123 1/4	TOTAL

TABLE 5. Listing of organizations and approximate salary that would be offered to the Human Services Associate Degree graduates. (QUESTION 5a)

NAME OF ORGANIZATION	ANNUAL SALARY (EXCEPT WHERE NOTED*)
Alcohol - Drug Info. Center, Inc., of Calhoun County	$8-9,000
American Red Cross, Calhoun County Chapter	6,500
Battle Creek Day Care Center, Inc.,	2.00 - 2.50 per hour*
Boy Scouts of America Nottawa Trails Council	8,000
Calhoun Area Vocational Center	4-6,000
Calhoun - Branch County Community Mental Health Center	8-10,000
Calhoun County Day Training Center	6,000
Calhoun County Department of Social Services	9,250
Calhoun County Health Department	8-10,000
Calhoun County Sheriff's Department	9,500
Community Action Agency	variable*
Community Relations, Albion	7,200
Department of Education, Vocational & Rehabilitation Service	8-10,000
Family and Childrens Service	6,600
Girl Scouts of Battle Creek	7-8,000
Goodwill Industries of Battle Creek	6.5m - 8.5m
Harper Creek Community Schools	3,000
Help and Information Resources	7,500
Pegasus Area Drop-In Center, Inc.,	6,000
Prosecutor's Office of CalhounnCounty	10,000+
Red Brick House Nursery School	7,800-8,000
Springfield School District	3.00 per hour*
Starr Commonwealth for Boys	6.00 - 10.00 per hour*
Visiting Nurse Service of Calhoun County, Inc.,	minimum*
Woodlawn Nursery School	10.00 per 1/2 day session*
Y Center of Battle Creek	2.10 - 3.50 per hour*

TABLE 6. Listing of organizations and their future needs for associate degree graduates. (QUESTION 5b)

EMPLOYMENT OPPORTUNITIES IN ONE YEAR

1	Alcohol - Drug Info. Center, Inc., of Calhoun County
2	Battle Creek Day Care Center
1	Calhoun Area Vocational Center
1	Calhoun - Branch County Community Mental Health Center
20	Calhoun County Department of Social Services
2	Calhoun Intermediate School District
1	Child Guidance and Adult Clinic, Battle Creek
1-2	Community Hospital Association of Battle Creek
1	Community Relations, Albion
1	Family and Childrens Service
3	Red Brick House Nursery School
1	Salvation Army
1	Springfield School District
1	Visiting Nurses Service of Calhoun County, Inc.,
3	Y Center of Battle Creek
41	TOTAL

EMPLOYMENT OPPORTUNITIES IN TWO YEARS

2	Alcohol - Drug Info. Center, Inc., of Calhoun County
4	Battle Creek Day Care Center
X	Big Brothers of Battle Creek
2	Calhoun - Branch County Community Mental Health Center
40	Calhoun County Department of Social Services
4	Calhoun Intermediate School District
1	Pegasus Area Drop-In Center, Inc.,
1	Salvation Army
1	Visiting Nurse Service of Calhoun County, Inc.,
56	TOTAL

EMPLOYMENT OPPORTUNITIES IN THREE YEARS

6	Battle Creek Day Care Center
3	Calhoun - Branch County Community Mental Health Center
3	Calhoun County Day Training Center
60	Calhoun County Department of Social Services
6	Calhoun Intermediate School District
2	Community Relations, Albion
2	Pegasus Area Drop - In Center, Inc.,
1	Visiting Nurse Service of Calhoun County, Inc.,
1	Woodlawn Nursery School
84	TOTAL

TABLE 6. Continued

EMPLOYMENT OPPORTUNITIES IN FOUR YEARS

1	American Red Cross, Calhoun County Chapter
8	Battle Creek Day Care Center
4	Calhoun - Branch County Community Mental Health Center
80	Calhoun County Department of Social Services
6	Marshall Public Schools
1	Pegasus Area Drop - In Center, Inc.,
1	Visiting Nurse Service of Calhoun County, Inc.,
1	Woodlawn Nursery School
102	TOTAL

EMPLOYMENT OPPORTUNITIES IN FIVE YEARS

1	Albion Manor Care Center
10	Battle Creek Day Care Center
1-2	Calhoun Area Vocational Center
5	Calhoun - Branch County Community Mental Health Center
100	Calhoun County Department of Social Services
2	Calhoun County Sheriff's Department
4	Community Relations, Albion
1	Department of Veterans Affairs
1	Visiting Nurse Service of Calhoun County, Inc.,
1-2	Woodlawn Nursery School
X	No Signature
128	TOTAL

VOLUNTEER BUREAU

Voluntary Action Center

182 West Van Buren Street
Battle Creek, Michigan 49014
Telephone WO 2-7823

MRS. MARGARET E. JOHNSTON
Executive Director

April 29, 1975

Mr. Robert D. Steely,
Director,
Occupational Programming
Kellogg Community College
Battle Creek, Michigan

Dear Mr. Steely:

Much has been said about Human Services on a para professional level and I agree with the concept of establishing such a program at Kellogg Community College. I would agree with all services that you purpose and ask that under Social Services you would include Community Organization.

We, the Volunteer Bureau/Voluntary Action Center are a middle man in referring to all of your listed services.

May I request an appointment to explain our "action" in the Community? If you find it valuable I would like to bring your questionaire with me and further explain our part in the area of Human Services.

Sincerely,

Margaret E. Johnston

Margaret E. Johnston
Executive Director

MEJ/bg

A UNITED FUND AGENCY

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION

REFER TO:

74 N. Washington Avenue
Battle Creek, Michigan 49017
May 6, 1975

Kellogg Community College
450 North Avenue
Battle Creek, Michigan 49016

Attention: Robert D. Steely,
Director, Occupational Programming

Dear Mr. Steely:

We will take the liberty of responding to your questionnaire concerning the development of a Human Services Associate Degree Technology Program in letter format. The nature of our comments simply do not seem conducive to the questionnaire.

First, within the personnel assignments for the Social Security Administration is a position called "Service Representative." The incumbent to this position is, principally, an interviewer of Social Security beneficiaries. The function is to aid the beneficiary in dealing with a variety of problems/questions that arise after the initial entitlement to monthly benefits has been established. For example, the Service Representative will assist a beneficiary in locating lost benefit checks, submitting claims for Medicare benefits, changing addresses, or reporting a variety of actions that may effect the individual's continuing eligibility to checks. It would be within this position group that we would use the candidates that you are describing.

The basic Federal Civil Service requirements for the position are two years of college (or the equivalent experience) and the successful passing of the Junior Federal Assistant examination. While the requirements for college education do not specify training in the areas outlined in your proposal, such a background would surely be of value to any candidate - particularly in those areas of work performance that involve the ability to "meet and deal" with the public.

The Junior Federal Assistant examination is not used exclusively by the Social Security Administration; rather it is used by a variety of Federal agencies in the selection of "paraprofessional" candidates - e.g.: Veterans Administration, Internal Revenue Service, etc. Thus, the candidates from your program, who successfully passed the examination would be establishing their eligibility for employment with numerous agencies in, virtually, a world-wide employment market.

We have noted the basic requirements for the JUNIOR FEDERAL ASSISTANT positions. From an agency point of view, we would be seeking candidates who have an ability to meet and deal with the public. The nature of our clientele is such that we cover the complete range of socio-economic classes, all age groups, and all educational levels. Thus, again, the understanding of people and the ability to communicate with people are basic. Any courses that can be offered within the program that will aid the candidates in developing these skills we would encourage.

At this time, we have six (6) Service Representatives authorized for our staff. With the continued growth of both the Social Security and Supplemental Security Income programs, we would expect the number of positions to increase in the next few years. During the past year, we had four incumbents leave the position (one due to maternity; one promotion and two transferred); this was however, an exception. We normally expected an attrition rate of approximately 25%; however, the growth of the programs noted above, will provide promotional opportunities that could impact on the "normal" attrition rate.

The Service Representative position is, as are other Federal Civil Service positions, graded. Our candidates enter on duty at the GS-4 level ($7596 per year) and progress in yearly steps based on satisfactory performance to the journeyman, GS-7, level ($10520 per year). Assuming no further promotions, the candidate has a salary scale leading to a maximum of $13679. We would, however, expect that with the demonstration of ability, and a reasonable degree of mobility that the candidate would have substantial opportunity for advancement - with no additional educational requirements.

We would be most interested in knowing how your program progresses, and offering any assistance to you we might be able to in the form of speakers for classes, recruitment, etc.

Incidentally, if the Junior Federal Assistant exam is not

currently given on your campus, we would be willing to provide whatever liaison function we can with the Civil Service Commission to arrange for it to be given for your students.

Again, if there is any way we can be of assistance to you in developing or implementing your program, please call on us.

C. Allen White,
District Manager

Attachment returned with questionnaire by Community Action Agency

ATTACHMENT

2.(a) Since the areas represented in Section 2(a) are not mutually exclusive we have included the following information which delineates more accurately our agency's programmatic categories which provide potential employment in specific human service fields which may demand particular kinds of skill capabilities.

Administration
Head Start
Legal Aid
Housing Fund
Public Service Careers
Calhoun/Branch Foster Grandparents
Calhoun PEP
Special EFMS Pilot Program
Summer Feeding
Project Impact
Battle Creek Senior Feeding
Mental Retardation Parent Coord.
Region III Senior Nutrition
Project Aware
Women, Infants & Children Feeding
Developmental Disabilities
Region III Manpower Demonstration
Home Maintenance & Repair
NYC Recreation
Operation Mainstream
CETA (Rural Consortium)
Drug Abuse
Telephone Reassurance
Youth Challenge
Home Winterization Program
Head Start Home-Based Program
Budget & Credit Counseling
Community Partnership Funding
Expanded Nutrition
Homer Firestation (EDA)
Home Maintenance and Repair
Project PIP
Family Planning
Manpower Development
Senior Work Activities (Region III)
Summer Youth (Region III)
Neighborhood Youth Corps I/S
Neighborhood Youth Corps O/S
Nutrition Aide
Neighborhood Youth Corps O/S (Region III)
Senior Planning (Region III)
USE Youth
Kalamazoo/Oshtemo Foster Grandparents
Calhoun Public Employment
Battle Creek Consultation Services
Migrant Emergency Food & Medical
NYC Summer
Consumer Education
CETA (Calhoun County)
Cooperative Gardening
Energy Crisis
Youth Conservation Corps
Head Start "PAT" Van
Bi-Lingual Manpower Outreach
CETA Title II

4. It is difficult to provide estimates relative to annual vacancies in areas delineated in question 2(a) as a result of fluctuations experienced in Funding levels of individual program areas.

5(b) It is anticipated that this agency could employ approximately one to four associate degree graduates per year. Once again, numbers would be dtermined by funding fluctuations as explained in 4 above.

KELLOGG COMMUNITY COLLEGE

1-616-965-3931

450 NORTH AVENUE
BATTLE CREEK, MICHIGAN 49016

April 28, 1975

Gentlemen:

Interest has been expressed to Kellogg Community College in the development of a Human Services Associate Degree Technology Program. The college is now working with an Advisory Committee made up of representatives from various agencies and organizations in the community to study the need for educational programming in the human services area.

The committee has developed the enclosed questionnaire. Your response is solicited to assist the committee. It will help them in making the appropriate decisions with regard to Kellogg Community College's role in providing education to prepare persons to work as paraprofessionals in the human services field.

Please forward the questionnaire to the appropriate person in your organization for responding.

Enclosed is a postage paid self-addressed envelope for returning the questionnaire. I shall appreciate your cooperation in completing the questionnaire and returning it at your earliest convenience.

Sincerely,

Robert D. Steely
Director, Occupational Programming

BOARD OF TRUSTEES

Mrs. Elizabeth H. Binda, *Chairman*; Dr. Dominic S. Cannatti, *Vice-Chairman*; Mr. Michael J. Rae, *Secretary*; Mr. Louis T. Perry, *Treasurer*; Mr. Morris Stulberg, *Trustee*; Dr. Allan J. Weenink, *Trustee*; Mr. Edward J. Swan, *Trustee*

Dr. Richard F. Whitmore, *College President*

KELLOGG COMMUNITY COLLEGE

HUMAN SERVICES PROGRAM SURVEY

A Human Services 2-year Associate Degree Program will prepare paraprofessionals to work in a variety of roles of providing human services. The human services paraprofessional works under the direction of a professional in such areas as: (1) Child Care; (2) Social Services; (3) Teacher Aides; (4) Mental Health; (5) Gerontology; (6) Rehabilitation; (7) Substance Abuse; (8) Youth Services; and (9) Health Sciences.

Please respond to the questions below and return this questionnaire in the enclosed self-addressed postage paid envelope. All of the information provided will be kept confidential and will be utilized in summary data only.

1. Does your agency employ persons to provide human services in the areas as identified in the above statement?

____YES
____NO

2. If you answered YES to the above question:

a) Indicate on the line which precedes each area the number which you employ.

_____ Child Care
_____ Social Services
_____ Teacher Aide
_____ Substance Abuse
_____ Health Sciences
_____ Mental Health
_____ Gerontology
_____ Rehabilitation
_____ Youth Services

Other (Please indicate):_____

b) What is the educational level of the persons employed by your agency fulfilling the role of a paraprofessional? (Please indicate the number at each educational level).

_____ non-high school graduate
_____ high school graduate
_____ trained on the job
_____ some college
_____ baccalaureate degree

Other (Please indicate): _____

3. Please check the following statements which best expresses your opinion with regard to Kellogg Community College providing education to prepare paraprofessionals in the areas indicated above:

___ a) Kellogg Community College should develop a 2-year Associate Degree Program to prepare paraprofessionals in the human services field.

___ b) Kellogg Community College should offer courses not leading to an Associate Degree so that persons employed in positions of paraprofessionals in the human services field may upgrade themselves.

___ c) There is no need at the present time for educational offerings to prepare persons to serve as human services paraprofessionals.

d) Other (Please indicate): _____

_____

4. If you employ persons in any of the areas listed in Question 2a, approximately how many vacancies occur annually? _____

5. If Kellogg Community College developed and implemented a 2-year Human Services Associate Degree Program to prepare paraprofessionals, would you look to the college as a source for potential paraprofessional employees?

___ YES
___ NO

If YES:

a) Approximately what annual salary would you offer? _____

b) Approximately how many Associate Degree graduates would you employ?

_____ In one year
_____ In two years
_____ In three years
_____ In four years
_____ In five or more years

6. Would you like to be kept informed about any program development for providing education for human services paraprofessionals?

___ YES
___ NO

7. Please add any additional comments that will assist the Advising Committee in their decision making about the need for educational offerings related to the preparation of human services paraprofessionals.

_____

_____

_____

- - - - - THANK YOU - - - - -

Name of Respondent _____

Organization _____

APPENDIX D

HUMAN SERVICES TECHNICIAN CURRICULUM

HUMAN SERVICES TECHNICIAN CURRICULUM

FIRST YEAR

First Semester

Course		Credits
English 101 or English 103 or English 120	Basic Communications in Writing / Technical English / Writing Improvement	3
HUMAN SERVICES 101	INTRODUCTION TO COMMUNITY SERVICES*	3
Mathematics 90	Review of Basic Math. Operations	1
Economics 11	Fundamental Economics	3
Sociology 201	Introduction to Sociology	3
Physical Education 100	Health and Physical Fitness Concepts	2
		15

Second Semester

Course		Credits
English 102 or English 110 or Business Administration 104	Reading and Response / Elements of Composition: Reading Skills / Business Correspondence	3
HUMAN SERVICES 102	TECHNIQUES OF COUNSELING AND INTERVIEWING*	3
Science 100	Environmental Science	4
Sociology 202	Social Problems	3
Political Science 200	American System of Government	3
		16

SECOND YEAR

First Semester

Course		Credits
Speech 101	Foundations of Interpersonal Comm.	3
Psychology 201	Introduction to Psychology	3
HEOC 82L1	Standard First Aid and Personal Safety	1
MAJOR COURSE*		3
HUMAN SERVICES 185A*	FIELD EXPERIENCE	6
		16

Second Semester

Course		Credits
Electives		6
MAJOR COURSE*		3
HUMAN SERVICES 185B*	FIELD EXPERIENCE	6
		15

*Denotes courses to be developed

The MAJOR COURSES scheduled during the second year of the program should be scheduled based upon the following options:

Child Care

Human Services 110
Human Services 111
Education 201**

Gerontology

Human Services 120
Human Services 121

Mental Health

Human Services 130
Human Services 131
Psychology 250**

Rehabilitation

Human Services 140
Human Services 141
Psychology 250**

Social Services

Human Services 150
Human Services 151

Teacher Aide

Human Services 160
Human Services 161
Education 201*

Youth Services

Human Services 170
Human Services 171
Psychology 250**

**To be selected in place of 3 hours of the electives in the fourth semester.

COURSE DESCRIPTIONS

EXISTING COURSES

English 101 - Basic Communications in Writing 3 hours credit
Study and application of the nature, means, and purpose of communication including inquiry into conditions which affect it and practice in written and other forms of communication. Emphasis on individual thought and competence in educated usage.

English 102 - Reading and Response 3 hours credit
Examination and discussion of selected readings, emphasis on contemporary themes. Students to respond in various media excluding formal research paper.

English 103 - Technical English 3 hours credit
An analysis of the structural problems involved in technical and industrial communications. Emphasis is placed on individual effectiveness in relation to communications media. Prerequisite: English 101 or departmental approval.

English 110 - Elements of Composition: Reading Skills 3 hours credit
Designed to develop basic skills in comprehending and analyzing written and spoken communications. The mechanics of reading and listening will be emphasized. The relationship between the ability to analyze communications and the ability to create original communications will be stressed. A variety of reading and listening materials will be used.

English 120 - Writing Improvement 3 hours credit
Designed to improve basic language skills for college, for personal, and for professional use. Emphasis is on writing, grammar, usage, punctuation, spelling, and vocabulary. Learning is individualized, with programmed material. Instructional methods include class discussion, films, and short essays.

Business Administration (BUAD) 104 - Business Correspondence 3 hours credit
Designed to give students a review of the mechanics of English applicable to business. A review of functional grammar, spelling, and letter layout are included. The primary emphasis is on business letter and report writing both for content and format. Prerequisite: English 101.

Business Administration (BUAD) 131 - Principles of Management 3 hours credit
An analysis and application of the basic principles of management. Subjects will include management by objectives, supervisory leadership, styles, current managerial problems, motivational techniques, organizational problems, communications, planning techniques, and management control systems. Emphasis will be placed on individual and group involvement through case problems, group discussions, role playing, and other individual involvement methods.

Mathematics 90 — 1 hour credit

A review of the basic operations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals. Emphasis will be placed on computational skills. Other topics students may cover are: scientific notation; per cents; ratio and proportion; powers and roots; and work with integers and rational numbers.

Criminal Justice 101 - Introduction to Law Enforcement and Criminal Justice — 3 hours credit

Designed to introduce students to law enforcement, federal, state, county, and municipal law enforcement agencies will be studied. Included in this course is the history, philosophy, and the administration of justice.

Economics 11 - Fundamental Economics — 3 hours credit

A general survey of practical aspects of economic principles as they are related to personal income, employment, and business activity.

Education 201 - Human Growth and Development — 3 hours credit

The study of human development with special emphasis on childhood and adolescence; problems of adjustment, and the physiological and psychological factors associated with them. Prerequisite: Psychology 201 or Sophomore standing.

Political Science 200 - American System of Government — 3 hours credit

A survey of national, state and local governments in theory and practice. Offered each semester. Not designed for majors in the social sciences. This course, or Political Science 201 and 202 required for graduation.

Psychology 201 - Introduction to Psychology — 3 hours credit

Psychology is the science of behavior. Topics investigated: Neurological foundations of behavior, learning, child development, sensation, and perception, thinking, emotion, motivation, individual differences, personality, frustration and adjustmert, abnormal behavior, and techniques of psychotherapy. Basic to Psychology 211 and 250, Education 201, Independent Study 298, and Field Placement 299.

Psychology 250 - Abnormal Psychology — 3 hours credit

A study of psychopathology in individuals from four current points of view: Psychiatric (biophysical), intrapsychic, Phenomenological, and Behavioral. Special attention will be paid to describing psychopathology in terms of behaviors. The course will also include current approaches to assessment and treatment. Prerequisite: Psychology 201, or Psychology 211.

Sociology 201 - Introduction to Sociology — 3 hours credit

Basic principles of social structure and process. Analysis of fundamental social concepts such as culture, socialization, social systems, status, role, stratification, and social change.

Sociology 202 - Social Problems 3 hours credit

A study of current social problems including: mental disorders, crime and juvenile delinquency, delinquent and criminal structures, drug use, alcohol and alcoholism, suicide, sexual behavior, population problems, race relations, family disorganization, poverty, community disorganization, violence, youth and politics. Prerequisite: Sociology 201 or departmental approval.

Science 100 (Environmental Science) - Critical Issues: Man and His Earth 4 hours credit

An interdisciplinary approach analyzing man's earthly environment from the vantage point of the biological and physical sciences. The course will focus upon such topics as life cycles, energy, pollution, population and resource deterioration and depletion. Additionally, philosophic and ethical attitudes of man's relationship to his cultural and natural environment will be examined. Within this framework, man will be studied as a "Citizen of Earth."

Speech 101 - Foundations of Interpersonal Communication 3 hours credit

The course focuses on providing the student with an experience in human communication, emphasizing the oral tradition. Emphasis is placed on becoming an effective communicator in a variety of face-to-face communication situations.

Physical Education 100 - Health and Physical Fitness Concepts 2 hours credit

The purpose of this class is to develop one or more skills in lifetime sports and to develop an understanding of "why" and "how" exercise can make a valuable contribution to health and physical fitness in daily living. Areas of coverage include exercise principles, self-image evaluation, the heart, weight control, tension, relaxation, posture, environmental stresses and body mechanics. Lab fee: $2.50.

HEOC 82L1 - Standard First Aid and Personal Safety 1 hour credit

The new standard Red Cross first aid procedures for on-the-job experiences as well as at home will be taught. Includes bandaging, artificial respiration, control of bleeding, and medical emergencies. The latest revision of the Red Cross first aid course.

NEW COURSES

HUSE 101 - Introduction to Community Services 3 hours credit

The broad field of human services will be explored. The services rendered, differentiated staffing, job opportunities and job requirements will be included. Professionals representing various public and private agencies which deliver human services will serve as guest speakers.

HUSE 102 - Techniques of Counseling and Interviewing 3 hours credit

Methodologies employed in the process of counseling and interviewing will be studied. Rapport development skills, information gathering skills, and interpersonal relationships will be emphasized.

HUSE 110 - Principles and Practices of Child Care 3 hours credit

A course designed to acquaint the child care workers with the philosophy, dynamics, and competencies necessary to assist in the development of the whole child. The course will include the following: Orientation to child care; growth and development of children from infancy to age 6; nutritional needs of young children; child and family; health and safety; children with special needs; and T.L.C. training.

HUSE 111 - Programming for the Pre-School Child 3 hours credit

A course designed to acquaint the child care worker with the actual programming of activities in a child care center. The course will include the following: Orientation to the skills and needs of the child infant to age 6; children's play; creative activities; music and rhythm; science experiences; books and stories; field trips; and toys, their selection and use.

HUSE 120 - Problems and Needs of the Aging 3 hours credit

A course designed to acquaint the student with philosophy, goals and purposes of programs for the aged. The course will include: Needs of the aging, sociological and psychological; legislation on aging; delivery systems for the aging; physical problems of the aging.

HUSE 121 - Programming for the Aged 3 hours credit

A course designed to provide the student with the skills necessary to work effectively with the aging. The course will include: Empathy training; verbal and non-verbal communication training; arts and crafts training; and acquaint students with cultural programs, recreational programs, musical productions, other services available for the aging.

HUSE 130 - Mental Health Practices 3 hours credit

A course designed to acquaint the student with the philosophy concepts and needs in the field of mental health. The course will include: Knowledge of psychiatric classifications, mental retardation, and behavior associated with them; knowledge of abused substances and legal implications; knowledge of psychotropic drugs and side effects; familiarity with community programs; familiarity with local resources; knowledge of behavior modification techniques; and knowledge of advocacy procedures and appropriate services.

HUSE 131 - Programming for Mental Health 3 hours credit

A course designed to provide the student with applicable skill in the field of mental health. The course will include: Interpersonal relations training - both group and individual; toleration of deviant behavior training; empathy training; training techniques for the mentally retarded; management techniques for use with parent and child; crisis intervention training; treatment procedure training for abused substances; and positive peer culture training.

HUSE 140 - Knowledge of Rehabilitation Practices 3 hours credit

A course designed to acquaint the student with current practices in the rehabilitation field. The course will include: Pre-vocational training; vocational training; vocational tests and measurement; behavior modification techniques; knowledge of related medical terms; awareness of Dictionary of Occupational Titles; work adjustment training; sheltered employment and work experience therapy; the value of work as therapy; family assessment and techniques of family intervention.

HUSE 141 - Programs for Rehabilitation 3 hours credit

A course designed to provide the student with the practical tools of rehabilitation. The course will include: Diagnostic vocational evaluation work adjustment training; work activities programming; quality control production training; time and motion studies; empathy training; crisis intervention training; verbal and non-verbal communication training.

HUSE 150 - Basic Concepts in Social Work 3 hours credit

This course introduces to the student the basic principles, scope and functions, as well as the practices and current trends in social work. The course will include: Meaning and definition of social work; social roles and social work; individual, social structures, and social relationships; theories of social work; problems of social work; techniques and trends in social work.

HUSE 151 - Programming Skills for the Associate Degree Social Worker 3 hours credit

This course will attempt to acquaint the student with the skills necessary to cope with the problem commonly confronted by persons working in social agencies. The course will include: Interviewing techniques; group leadership techniques; social change skills and behavior modification techniques; positive peer culture techniques; empathy - interpersonal communications - techniques; and management skills.

HUSE 160 - Teacher Aide - Non-instructional role 3 hours credit

A course designed to acquaint the teaching assistant with the skills necessary to play a supportive role in the educational process. The course will include the following: Grading procedures; clerical skills in record keeping; organizing and filing materials; permanent records, their use and completion; collection of money; typing and mimeographing instructional materials; ordering, securing and returning films and special materials; inventory of non-consumables - instructional materials; reports to parents and calls to parents; organizing field trips and other special events.

HUSE 161 - Teacher Aide - the Instructional Role — 3 hours credit

A course designed to develop skills to assist the teacher in instructional activities. The course will include the following: Supervision of students in group activities; small group instruction on problem areas or areas of special interest; intramural athletics; understanding of the needs of the child; organizing bulletin boards; operation of audio-visual equipment; supervision of special meetings of students; and accompanying students on field trips.

HUSE 170 - Life Processes of Youth — 3 hours credit

A course designed to acquaint the student with the philosophies, goals and methods used in youth care. The course will include: Behavioral modification techniques; behavior management; institutional behavior management; positive peer culture; role of parents; security and its role in normality; self-esteem and its role.

HUSE 171 - Programming for Youth, Ages 7-18 — 3 hours credit

A course designed to develop skills in working with youth. The course will include: Games and instruction in games; sports and instruction in sports; group leadership; hygiene; health; role playing; behavior modification - role playing; empathy training; and communication training, verbal and non-verbal.

HUSE 185A - Field Experience — 6 hours credit

A course designed to give on the job field experiences to the student. The student is placed in an agency that can provide realistic work experiences commensurate with the students' career objectives. 240 hours of on the job experience plus attendance at a one hour per week scheduled seminar are required.

HUSE 185B - Field Experience — 6 hours credit

A continuation of HUSE 185A.

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LOS ANGELES

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